School of Nursing

Director of Nursing: Krista Meinersmann
Coordinator of Graduate Nursing Program: Marjorie Thomas Lawson
Coordinator of Undergraduate Nursing Programs: Elizabeth Elliott

Faculty in Nursing
Professors: Childs, Harris, Spresso; Associate Professors: Farmer, Fournier, Hart, Johnson, Lawson, Meinersmann, Moody, Peake-Godin, Seppeles; Assistant Professors: Baugh, Caplan, Fackler, Randall (Carla), Samia, Yetter; Instructors: Caton-Lemos, Dvorak, Elliott, Lamerson, Martin, Randall (Cynthia); Lecturers: Bowder, Goldenberg; Associate Professors Emeritus: Burson, Healy, Keith, MacPherson, Normandeau, Rodgers, Tiffany, Tukey, Vines, Woods Smith; Assistant Professor Emerita: Nealand

The School of Nursing (SON) offers programs leading to a Doctor of Nursing Practice, baccalaureate and master’s degrees in nursing. In addition, it offers a minor in holistic and integrative health and certificates in nursing education and holistic health. Special study options are available for registered nurses seeking to attain a baccalaureate or master’s degree in nursing and for students who hold a baccalaureate degree in another field who are interested in a baccalaureate or master’s degree in nursing. The nursing programs are approved by the Maine State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE).

Philosophy of the School of Nursing
The philosophy of the School of Nursing (SON) is consistent with the mission of the University of Southern Maine. The philosophy of the School of Nursing is built on the concept of community. This community of scholarship creates an environment for reflective learning, faculty and student interactions, and partnering with persons of diverse backgrounds. The faculty are committed to facilitating progress toward current national health care goals and initiatives. The faculty believe in fostering the health of individuals, families, and communities across the lifespan. The faculty believe that nursing practice should occur within a holistic, nurturing, and health promotion framework. The faculty believe in providing education through a model that emphasizes critical thinking, articulate communication, and understanding interdisciplinary care strategies within changing economic and health care systems. The faculty support professional value development and value-based practice that include caring, ethics, social justice, and personal and community empowerment. Our philosophy supports multiple ways of knowing, emphasizes reflective evidence-based nursing practice, and promotes lifelong learning.

The programs of the School of Nursing are subject to change at any time without notice in advance. For more information on the SON visit the Web site at www.usm.maine.edu/nursing.

Commitment to Civility
The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine School of Nursing. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusion and mutual respect that are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole.

As members of the School, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

1. Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
2. Accept responsibility and accountability for one’s own behavior when interacting with students, faculty, and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion or intimidation against any member of the academic community.
7. Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
8. Explore controversial issues through open dialogue and respectful deliberation.
9. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate disrespectful or abusive speech and/or disruptive behavior from individuals or groups. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the School of Nursing are responsible for ensuring a safe and supportive learning and work environment.
Bachelor of Science in Nursing

This program prepares individuals to begin their nursing practice in a variety of health care settings and in specialty areas. Graduates possess the foundation needed to assume beginning leadership and management positions and to begin graduate studies. The regular B.S. in nursing and the R.N. studies option are available in both Portland and Lewiston-Auburn. The accelerated B.S. and the second degree option program are available in Portland.

The baccalaureate nursing program requires the completion of 120-128 credits of study and culminates in a baccalaureate degree. Graduates are eligible to sit for the National Council Licensure Examination (NCLEX-RN) upon completion of the program.

Admission and Non-academic Requirements

In addition to requirements established for admission to the University, the undergraduate nursing program requires high school chemistry and biology with labs. See admission section of the catalog for further requirements.

Because so much of the baccalaureate nursing program entails supervised clinical experience, the nursing faculty reserves the right to limit enrollments. Admission to the program is highly selective. The process includes consideration of SAT scores (for first year applicants), academic record and a required essay.

Any student enrolled in nursing courses must be advised by a nursing advisor. Transfer admission into the nursing major is available according to the number of open seats in a cohort-based system. Admission of transfer students will be done once a year in mid-April. Internal and external applicants may apply for transfer with a minimum of 30 credits and a minimum GPA of 3.0. First-year applicants internal to USM with 32 or fewer credits, a GPA of 3.0 and specific prerequisite requirements (completed English and math readiness, English composition or equivalent, anatomy and physiology I or chemistry, and two of the following three social sciences: introduction to sociology, human growth and development, or introduction to psychology) may apply for a change of major to nursing in consultation with the nursing advisor. Prior to enrolling in 300-level clinical nursing courses, a student must have a minimum GPA of 2.67 in the required natural science courses (see prerequisite areas/natural science requirements) and an overall GPA of 2.75. The overall GPA must be maintained throughout the program of study.

The University policy exempting immunization requirements for students born prior to 1956 does not apply to nursing students. Because health care workers are at a higher risk for certain illnesses, all students must meet the health requirements of the School of Nursing. These requirements are listed in the student handbook, and on the School’s Web site. All health requirements must be met and the documentation must be on file in the School of Nursing (SON) prior to entry into clinical courses, beginning with NUR 212/213. Students are required to provide verification of compliance with health requirements throughout their program. Failure to comply with maintenance of health requirements will result in removal from all courses.

Students must be certified in professional rescuer cardiopulmonary resuscitation (CPR) and have health insurance, equal to or better than the USM Student Health Insurance Basic Plan prior to entry into clinical courses.

Students may pay for and complete a comprehensive background check prior to starting clinical courses. Students must sign a disclosure agreement allowing the School to provide access to this background information to our clinical affiliates. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placement will stop progression in the nursing program.

Students may be asked by some clinical agencies to meet other specific clinical requirements. For example, some agencies require drug screens prior to attending clinical in their agency. Students assigned to these agencies will be required to complete all items required by that particular agency.

The costs incurred by a USM SON student for health requirements and background check may provide for additional loan eligibility and/or can be built into the financial aid costs of attendance/education. Students are required to request consideration by the Financial Aid Office, including providing documentation of the actual costs incurred.

Nursing courses carry additional fees to cover laboratory costs and clinical nursing courses. A fee is assessed each semester to cover the cost of standardized tests. This fee includes the cost of a review course at the end of the program. Nursing majors must purchase uniforms and lab coats. Because clinical experiences occur in a variety of settings in the southern Maine area, students must provide their own transportation to rural as well as urban areas. Professional liability insurance is highly recommended for students in the nursing major and is required by some of our clinical agencies.

Academic Requirements

General Requirements

Students must fulfill general requirements by completing the Core curriculum, the Lewiston–Auburn College Common Core, the Russell Scholars Program or the University Honors Program. General requirements include courses fundamental to a baccalaureate education including English composition, quantitative decision making, critical thinking, natural and behavioral sciences, arts, and humanities. For graduation, no general education requirements or prerequisites may be taken pass-fail and no more than three credits of non-nursing elective may be taken pass-fail. Only one C- or D grade from the arts or humanities will be accepted. Otherwise, a minimum grade of C or above in these courses must be achieved. Grades of C- or below are not acceptable in any prerequisite course.

General education courses specific to the nursing major include:

**Natural Science and Math Requirements**

- Human Anatomy and Physiology and Lab: 8-9 credits
- Chemistry for the Health Sciences: 3 credits
- Microbiology and Lab: 4-5 credits
- Human Nutrition: 3 credits
- Pathophysiology: 3 credits
- Statistics: 3-4 credits

**Social Science Requirements**

- Introductory Psychology: 3 credits

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Introductory Sociology * 3 credits
Human Growth and Development (life span preferred) 3 credits

Students completing the Core curriculum must complete 9 credits of electives 9 credits

*Courses within a curriculum may integrate this course content.

Prerequisites to Sophomore Nursing Courses

The following courses must be taken before or concurrent with entry into sophomore level nursing laboratory courses (NUR 209/210 or NUR 212/213), in addition to having completed 24 credits and holding a minimum cumulative GPA of 2.75:

- English Composition
- Human Anatomy and Physiology and Lab
- Chemistry for the Health Sciences
- Human Growth and Development
- Introductory Psychology
- Introductory Sociology*

In addition to sophomore-level prerequisite courses, the following courses must be taken before entry into junior-level clinical nursing courses and students must hold a minimum GPA of 2.75 and a science GPA of 2.67:

Course
- Ethical Inquiry
- Introduction to Nursing
- Pathophysiology
- Microbiology and Lab
- Human Nutrition
- Health Assessment and Lab
- Nursing Arts and Science and Fundamentals of Nursing Lab
- Pharmacology

In addition, Statistics must be completed before taking CON 321, Health-Related Research.

Upper Division Nursing Courses

Nursing content at the upper division is organized to facilitate the integration of nursing knowledge and skills and to draw on a foundation of learning from other disciplines. The nursing curriculum focuses on providing opportunities for students to develop skills in partnering with various community stakeholders to identify community strengths, resources, and needs.

Courses focus on the promotion, maintenance, and restoration of health. Students have experiences which involve assessment, planning, implementation, and evaluation of care for individuals of all ages, in families, groups of clients, and communities across the health continuum. Inpatient and outpatient settings, community health agencies, public health settings, long-term care facilities, schools, and industries are used for clinical experiences.

Clinical nursing courses require 28 contact hours per credit except NUR 480 Practicum/Care Management, the final seven-week capstone clinical course. This course requires 168 contact hours, or 56 contact hours per credit. Students must take all required CON and NUR courses at USM.

Upper Division Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CON 302 Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 321 Health-Related Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 356 Concepts in Community Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 323 Adult/Older Adult Health Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 325 Adult/Older Adult Health Nursing Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 330 Mental Health Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 331 Mental Health Nursing Lab</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 332 Nursing Care of the Older Adult in the Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 339 Community Nursing Partnerships I</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 341 Community Nursing Partnerships II</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 413 Advanced Nursing Skills Lab</td>
<td>1 credits</td>
</tr>
<tr>
<td>NUR 421 Reproductive and Sexual Health Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 422 Reproductive and Sexual Health Nursing Lab</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 423 Management of Critically Ill Adult/Older Adult</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 425 Management of Critically Ill Adult/Older Adult Lab</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 427 Child Health Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 428 Child Health Nursing Lab</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 470 Leadership, Management, and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 480 Practicum/Care Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students are assigned to a cohort that follows a specific sequence of courses. Junior level clinical courses begin in either the fall or the spring semester in Portland and in the spring semester in Lewiston.

Students progress through lecture and clinical course combinations in the following sequence: Adult/Older Adult Health (NUR 323/325) and Mental Health (NUR 330/331); Reproductive and Sexual Health (NUR 421/422) and Child Health (NUR 427/428); and Management of Critically Ill Adults/Older Adults (NUR 423/413/425). NUR 423/425/413 is taken together as immersion courses in the first seven weeks of the final semester. Practicum (NUR 480) is a seven-week capstone clinical
course in the second seven weeks of the final semester. Students must complete the lecture/clinical course combination assigned for practicum placement prior to beginning this capstone experience.

Retention/Progression Policies

The following are exceptions or additions to University progression policies.

Both part-time and full time students in the nursing programs must maintain class standing according to hours accomplished, with a grade point average as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>For Good Standing</th>
<th>For Probationary Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>46-120</td>
<td>2.75</td>
<td>2.5-2.74</td>
</tr>
<tr>
<td>25-45</td>
<td>2.75</td>
<td>2.5-2.74</td>
</tr>
<tr>
<td>0-24</td>
<td>2.5</td>
<td>2.0-2.49</td>
</tr>
</tbody>
</table>

By maintaining a 2.75 GPA or above during the upper-division years, the student maintains a standard appropriate to professional practice. The student must accomplish, as a minimum, a GPA for good standing according to the number of credits earned. A student who is unable to maintain a grade point average of 2.75 but whose average remains above 2.5 is on probation within the School of Nursing. Such a student may take support courses until his or her grade point average has been restored to the level of 2.75 or above, at which point progress in nursing lecture and clinical courses may resume. A student who is unable to maintain a grade point average of 2.5 will not be allowed to maintain matriculation in the School of Nursing and will be required to either change majors, be suspended, or be dismissed from the University according to its policies.

The lowest acceptable grade in required NUR/CON courses and their prerequisite courses is a grade of C. If placed on probation, a student has a maximum of two semesters to achieve a satisfactory cumulative GPA or the student will be suspended or dismissed. While on probation, the minimum semester GPA accomplished must be the GPA for good standing according to the number of credits earned (see above) or the student will be suspended. A student is suspended for one semester; the student will be dismissed at the end of the next enrolled semester if the GPA requirement is not met.

The School of Nursing reserves the right to accept and retain only those students who satisfy the requirements of scholarship and health necessary for nursing. A student who admits to or is found guilty of a violation of the American Nurses Association guidelines for ethical practice (see School of Nursing Student Handbook) is subject to suspension or dismissal from the University. The Maine State Board of Nursing may refuse to grant a license on the basis of violation of academic or professional integrity or on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated.

Requisite to beginning junior-level clinical coursework, a student must achieve a natural science GPA of 2.67. The natural sciences consist of the following courses: Anatomy and Physiology I and II with labs, Chemistry, Microbiology with lab, Human Nutrition, and Pathophysiology. Students who do not achieve a natural science GPA of 2.67 after completing all prerequisite courses may not begin junior-level clinical courses. Students then have a maximum of one year between completing NUR 209/210, 212/213 and raising their natural science GPA to 2.67 in order to begin clinical coursework. Science courses may only be repeated once. There must be no more than one year between completion of NUR 209/210, 212/213, and CON 302 and starting NUR 323/325 or the course/courses will have to be repeated. There must be no more than one year between taking didactic/clinical course combinations. Three or more semesters without taking didactic/clinical nursing courses requires the student to repeat all didactic/clinical courses. Once a student begins NUR 323/325, the student must complete all degree requirements within four years.

Nursing lecture and clinical course combinations must be taken concurrently the first time a student is enrolled in each course. A grade of C- or below in a nursing lecture course or an F in a nursing clinical course (see low pass policy) will stop the student from registering for any other NUR clinical, NUR lecture, partnership, NUR 470 or NUR 480 course. In addition, students who receive a failing grade in a required clinical course which finishes partway through the semester may be withdrawn from all other concurrent clinical courses (required or elective). Only the course in which the unsatisfactory grade is received needs to be repeated. The student must achieve a grade of C or better, or a passing clinical grade in the course which is repeated before entering the next nursing lecture/clinical course combination or partnership. A course may be repeated only once. A student may repeat a maximum of two CON or NUR required courses, clinical or didactic, in which the student receives a grade of C- or less. An unsatisfactory grade in a third CON or NUR required course will result in dismissal from the nursing program. If a student receives an F in an elective NUR clinical course, they may not register to repeat that clinical elective or enroll in any other NUR clinical elective without permission of the Director of the School of Nursing.

The Undergraduate Admissions and Advancement Committee will review the academic record of any student who receives unsatisfactory grades in a given semester as follows:

1. Multiple unsatisfactory grades in prerequisite, nursing, and/or support courses;
2. A C-, D, F or L in one or more prerequisite, nursing and/or support course(s) when repeating the course due to an unsatisfactory grade;
3. An F in a nursing clinical or partnership course.

Academic actions may include probation, suspension or dismissal from nursing and/or the University. Matters of personal concern to the student will be considered. The Committee will recommend to the Director a decision regarding progression or dismissal. Appeals may be made to the Undergraduate Admissions and Advancement Committee. A request for exception to the policy must be initiated by the student.

Low Pass Grades

Low pass (LP) grades are used in clinical and partnership courses to inform students whose performance is near failing. Students are held accountable to address the weaknesses identified in their performance appraisal with subsequent clinical and partnership faculty. A second low pass grade constitutes an F and stops progression in clinical, didactic and partnership coursework (see above progression policies).
Incomplete Grades
A temporary grade may be assigned by a faculty member when a student, because of extraordinary circumstances, has failed to complete course requirements in a nursing course or CON required course. Incomplete grades in upper division nursing courses must be completed with a letter grade of C or better before progressing to the next course.

Graduation Requirements
To be eligible for graduation with a bachelor of science degree in nursing, the student must have successfully completed all requirements, and a minimum of 120-128 credit hours with a minimum grade point average of 2.75.

Accelerated B.S.
Recognizing the desire of people with baccalaureate degrees in disciplines other than nursing to become nurses, the faculty has designed an accelerated program that leads to a B.S. in nursing in 15 months of full-time study. This program admits students through a competitive admissions process who have attained a minimum GPA of 3.0 on a 4.0 scale in their prior degree. Students must complete statistics and anatomy and physiology prior to beginning the program. (More detailed information is available on the School of Nursing web site.)

Sample Curriculum Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 345</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 252</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 302</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 321</td>
<td>3 credits</td>
</tr>
<tr>
<td>CON 356</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 209/210</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 211</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 212</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 214</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 323/325</td>
<td>7 credits</td>
</tr>
<tr>
<td>NUR 330/331</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 332</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 413</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 421/422</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 423/425</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 427/428</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 436</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 437</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 470</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 480</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

RN Studies Option
Recognizing the need and desirability for registered nurses to attain baccalaureate and master’s degrees within Maine, the nursing faculty has designed two options for RNs—the first leading to a bachelor of science degree and the second (described in USM’s graduate catalog) leading to a master of science degree. Realizing that RNs returning to school face many complexities, every effort is made to remain attentive and flexible in adjusting the plan of study and accommodating individual needs. Advice with prerequisites, course planning, and course sequencing for RNs may be obtained by contacting Brenda Webster at (207) 780-4802.

All RNs must fulfill the University’s 30 credit residency requirement (6 credits earned at another UMS campus may be applied toward residency).

The SON recognizes a maximum of 30 nursing credits (RN credit options) transferred from an associate’s degree nursing (ADN) program as basic nursing credits required in the baccalaureate program. These credits are applied toward fulfillment of the baccalaureate requirements for RN students who have successfully completed NUR 308, Professional Communication and Technology Utilization in Nursing. Nursing credits earned in the ADN program beyond the basic 30 credits above may be used as elective credit. RNs graduating from a diploma program will be awarded the basic nursing credits (30) for a fee, upon successful completion of NUR 308 Professional Communication and Technology Utilization in Nursing. Additional information may be obtained through the Office of Prior Learning Assessment.

The following courses must be completed, or may be available for credit by examination, prior to entry into the upper division nursing courses.

- English Composition
- Anatomy and Physiology I and II
- General Psychology
- Growth and Development
- General Sociology
- Pathophysiology
- Ethical Inquiry
- Microbiology
- Statistics (prior to CON 321)

**Chemistry and anatomy and physiology requirements are waived with the successful completion (minimum grade of C) of pathophysiology.

University requirements in general education or the Core curriculum must meet the progression standards of those curricula, e.g., students taking the Lewiston Common Core (LCC) must complete all 100 level courses before 200 level, and 200 level courses prior to 300 level.

Students must take all required CON and NUR courses at USM.
Upper division nursing courses, in required sequence for RNs, include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. NUR 309/310</td>
<td>Health Assessment and Health Assessment Lab</td>
<td>4</td>
</tr>
<tr>
<td>A. NUR 308</td>
<td>Professional Communication and Technology Utilization in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>B. NUR 314</td>
<td>RN Credit Options</td>
<td>30</td>
</tr>
<tr>
<td>CON 321</td>
<td>Health-Related Research</td>
<td>3</td>
</tr>
<tr>
<td>CON 356</td>
<td>Concepts in Community Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 370</td>
<td>Theory for Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>C. NUR 419</td>
<td>Community Nursing Partnerships</td>
<td>2</td>
</tr>
<tr>
<td>NUR 474</td>
<td>Leadership and Management for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NUR 476</td>
<td>Theory and Concepts of Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

RN students must matriculate in the University prior to enrollment in the upper division nursing course sequence except for Health Assessment and Professional Communication and Technology Utilization in Nursing. Clinical courses may not be taken unless RN credit options have been completed and posted. USM and the University of Maine (UM) have a collaborative RN/BS option that is available through the University Network Education System (UNET). Students may take required and equivalent courses from the other campus for residency credit.

Once a student is matriculated the student is required to notify the Coordinator of the Undergraduate Nursing Programs of any change in status of their RN license.

**Admission Requirements for the RN to BS Program**

The RN applicant must (a) meet the general admission requirements of the University, (b) provide evidence of current licensure as a registered nurse in Maine, and (c) must have a GPA of 2.5 or better. Applications of those candidates with a GPA below 2.5 will receive consideration by the Undergraduate Admissions and Advancement Committee. All policies applicable to students in the baccalaureate program (refer to Retention/Progression Policies) also apply to students in the RN to BS option program.

**Minor in Holistic and Integrative Health**

The holistic and integrative health minor is designed to provide the foundations and philosophies of a holistic and integrative approach to health care and to examine the fundamental world view, diagnostic methods, and healing techniques utilized in the practice of various complementary healing modalities. A primary focus of the minor is the exploration of the issues that arise in moving toward an integrative approach to the needs of body, mind and spirit. This minor is open to all USM students, and may be of particular interest to nursing and health profession majors, to students preparing for work in the complementary health care field, to students in psychology, social work, and anthropology, or to any student interested in addressing personal health in a holistic manner. The minimum number of credits required to complete the minor is 18.

Students may transfer up to six credits toward the completion of the minor from other universities.

**Foundation courses** (6 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 280</td>
<td>Holistic Health I</td>
</tr>
<tr>
<td>CON 281</td>
<td>Holistic Health II</td>
</tr>
</tbody>
</table>

**Healing modalities** (complete 6 credits from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 285</td>
<td>Healing and Spirituality</td>
</tr>
<tr>
<td>CON 284</td>
<td>Botanical Therapies</td>
</tr>
<tr>
<td>CON 285</td>
<td>Perspectives on Animal-Assisted Therapy</td>
</tr>
<tr>
<td>CON 288</td>
<td>Reiki: Energy Medicine</td>
</tr>
<tr>
<td>CON 311</td>
<td>Psychosocial Interventions for Older Adults</td>
</tr>
<tr>
<td>CON 490</td>
<td>Therapeutic Touch</td>
</tr>
</tbody>
</table>

**Wellness Knowledge and Development** (complete 6 credits from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CON 219</td>
<td>Lifetime Physical Fitness and Wellness</td>
</tr>
<tr>
<td>CON 252</td>
<td>Human Nutrition</td>
</tr>
<tr>
<td>CON 270</td>
<td>Holistic Approach to Reproductive Health</td>
</tr>
<tr>
<td>REC 110</td>
<td>Foundations of Recreation and Leisure</td>
</tr>
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</table>

**or**

Two 1.5 credit RHF courses may be substituted for 3 credits under this category. Examples include:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>RHF 102</td>
<td>Karate</td>
</tr>
<tr>
<td>RHF 109</td>
<td>Beginning Weight Training</td>
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<tr>
<td>RHF 117</td>
<td>Low Impact Aerobics</td>
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<tr>
<td>RHF 118</td>
<td>Yoga</td>
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<tr>
<td>RHF 122</td>
<td>Aerobic Kickboxing</td>
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<tr>
<td>RHF 126</td>
<td>Stability and Physio-Ball Exercise</td>
</tr>
<tr>
<td>RHF 127</td>
<td>Pilates</td>
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*Other RHF courses may be substituted with permission of appropriate faculty.*
Graduate Program Offerings

MS Option (direct-entry) for Non-nurses with a baccalaureate degree

In response to the continued interest by individuals with baccalaureate degrees in other fields, an option (direct-entry) program leading to a master’s degree (MS) in nursing is offered by the School of Nursing. Details regarding this graduate nursing program are found in USM’s graduate catalog.

The School of Nursing offers the master of science in nursing degree. One of the graduate programs is for advanced practice nurses and includes the following specialty concentrations: adult and family nurse practitioner; adult and family psychiatric/mental health nurse practitioner; adult psychiatric/mental health clinical nurse specialist; and adult health clinical nurse specialist. Other graduate programs include: the R.N. to master's for registered nurses; the clinical nurse leader, the nurse educator, the nurse manager concentration, the M.S. /M.B.A. concentration; the MS option (direct-entry) for non-nurses with baccalaureate degrees; and the accelerated master’s for certified or state approved advanced practice nurses. The School also offers post-master’s certificates of advanced study in all of the advanced practice specialties indicated above.

The School of Nursing offers the Doctor of Nursing Practice (DNP). The program is currently targeted to masters-prepared advanced practice nurses (nurse practitioners, clinical nurse specialist, nurse midwife, nurse anesthetist).
Courses with a CON prefix are listed at the end of nursing courses.

NUR 100 Introduction to Professional Nursing
This course orient students to the expectations of a baccalaureate education in nursing. Academic communication and critical thinking skills within the context of professional nursing are emphasized. Issues of ethical and professional accountability related to the role(s) of the nurse are explored. Historical and contemporary perspectives on the nature and scope of nursing practice are examined. Cr 3.

NUR 200 Introduction to Professional Nursing for Advanced Student
This course has been specifically designed for advanced students who are either transfer students with 60 or more credits or have a degree in another field. The course introduces career opportunities in health care as well as how prior learning and work experiences might build on and blend into a career in nursing. The historical and contemporary perspectives on the nature and scope of nursing will be investigated through utilization of online resources, advanced library skills, writing, and online discussion. Other topics will include skills of communication, critical thinking and the relationship between professional nursing and the broad base of theoretical and empirical knowledge derived from the behavioral and physical sciences and the humanities. Cr 3.

NUR 209/509 Health Assessment
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnoses. Prerequisites: Anatomy and Physiology I and II, NUR 100 and a GPA of 2.75. NUR509 is offered in the summer and is open only to option students. Cr 3.

NUR 210/508 Health Assessment Practicum
This laboratory course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 209. NUR 508 is offered in the summer and is open only to option students. Cr 2.

NUR 211/511 Nursing Role: Accelerated/Option
This seminar introduces accelerated and option program nursing students to content in nursing history, theory, and research. Students will consider the major constructs of nurse, health, and caring practice. It is a transitional course that seeks to prepare students for the accelerated programs of study at USM, provide a framework for understanding professional education, and for exploring the transition into nursing. Cr 1.

NUR 212/512 Nursing Arts and Science
This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as a problem-solving tool and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Prerequisites: 24 credits, a GPA of 2.75, and Anatomy and Physiology I and II (or concurrent). NUR 512 is offered in the summer semester and is open only to option students. Cr 3.

NUR 213/214/514 Fundamentals in Nursing Lab
This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 212. NUR 214/514 is offered in the summer semester and is open only to accelerated/option students. Cr 2.

NUR 308 Professional Communication and Technology Utilization in Nursing
This course emphasizes a critical examination of how technology and communication can enhance the understanding of the historical development of the profession of nursing. Students explore professional development in nursing theory, using written and oral communication skills and learn to present information effectively using a variety of sources and techniques. To achieve this objective, the course will introduce APA style of referencing; review basic tenets of good writing style; present information access and utilization skills through library computer searches; explore basic computer skills such as e-mail, listserv membership, Internet searching and critique; and support the development of public presentation skills through the use of presentation software. Prerequisite: RN licensure or permission of instructor. Cr 3.

NUR 309 Health Assessment for RNs
This course provides the RN student with knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessments of well individuals. The course includes examination of the concepts of wellness and health promotion across the life span. Prerequisite: RN licensure. Cr 2.

NUR 310 Health Assessment Lab for RNs
This course provides the opportunities for the RN to apply knowledge and skills necessary to conduct total health assessments. Concurrent with NUR 309. Prerequisite: RN licensure. Cr 2.

NUR 314 RN Credit Option
RNs graduating from a diploma program or an associate degree program will be awarded basic nursing credits upon successful completion of NUR 308 Professional Communication and Technology Utilization in Nursing and the Health Sciences. Prerequisites: RN licensure, NUR 308. Cr maximum of 30.
NUR 317 Maternal Child Health in a Developing Country
Students will explore international health issues common to Latin American countries that directly impact women and children. Students will gain a more thorough understanding of environmental, socio-cultural, and political factors that affect maternal child health in a developing nation. Through this course and the clinical experience linked with it, students will explore aspects of partnership building with an international community-based organization to assess health risk factors and plan health promoting activities specific to identified children’s health issues. Students will gain an understanding of risk assessment, which includes problem posing and formulation of solutions, as part of their coursework. This coursework is closely tied to the Dominican Republic International Service Learning program. Cr 1.

NUR 318 Evidence-based Practice in Nursing
This online course introduces the student to evidence-based practice in nursing. Using models of critical appraisal, students learn competencies in the synthesis, integration, and evaluation of current best evidence for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr 1

NUR 319 Qualitative Inquiry in Nursing
This online course introduces the student to qualitative health-related research methodology. Students learn the qualitative research process, different approaches to research design and the distinctive features of each qualitative design. Using models of critical appraisal of qualitative health-related research findings, students learn competencies in the synthesis, integration, and evaluation of qualitative inquiry for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr 1

NUR 323/541 Adult/Older Adult Health Nursing
During this course, students will explore evidence-based nursing therapeutics which support both the adult and the older adult client experiencing health problems. The course considers major health problems in the United States, focusing on nursing knowledge needed for care of adults and older adults experiencing acute and chronic alterations in health in a variety of care settings. This course will encourage students to develop and practice critical thinking skills necessary for delivery of family-centered care in today’s complex health care system. The roles of collaboration, advocacy, and teaching are introduced as the student nurse interacts with clients and their support systems across the continuum of care. Prerequisites: NUR 100, 200 or 211; NUR 209/210; NUR 212/213; BIO 345; CON 302 (within one year). NUR 541 is offered in the fall semester and is open only to option students. Cr 3.

NUR 325/542 Adult/Older Adult Health Nursing Lab
Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 323, NUR 542 is offered in the fall semester and it open only to option students. Cr 4.

NUR 326 Dominican Republic Community Nursing Partnership I Cr 1.

NUR 327 Dominican Republic Community Nursing Partnership II Cr 3

NUR 328 Dominican Republic Community Nursing Partnership III (optional) Cr 1.

NUR 330/530 Mental Health Nursing
This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. Prerequisite: CON 302; Concurrent with NUR 323/325. NUR 530 is offered in the fall semester and is open only to option students. Cr 3.

NUR 331/531 Mental Health Nursing Lab
This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health/psychiatric nursing setting. The emphasis is on application of concepts of mental health/psychiatric nursing. Concurrent with NUR 330. NUR 531 is offered in the fall semester and is open only to option students. Cr 2.

NUR 332/532 Nursing Care of the Older Adult in the Community
The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 212/213/514 or concurrent. NUR 532 is offered in the fall semester and is open only to option students. Cr 3.

NUR 339 Community Nursing Partnerships I
This course is the first in a two-course series (NUR 339 and NUR 341). Over two semesters students will engage in a partnership with a specific community. This sequence of courses incorporates the concepts of partnership building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short- and long-term needs of the community. Problem-posing and problem-solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family-based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for services
and augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of continuation and termination as they work with individuals, families, fellow students, and community partners. Prerequisite or concurrent: CON 356 and NUR 323/325. Cr 2.

NUR 341 Community Nursing Partnerships II
This course is the second in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2.

NUR 370 Theory for Clinical Practice
This course focuses on the nursing profession and the process of knowledge development within the profession. The intent is to provide participants with opportunities to explore the processes of inquiry in nursing. Participants will have opportunities to explore various modes of nursing inquiry, including scientific, philosophical, and historical. Praxis, or the development of knowledge through the cycle of acquiring experience, reflecting on experience, and enhancing practice is central to understanding what influences nursing. Relationships between practice, theory, and research are explored. Four foundational concepts: personal meaning, ways of knowing, time/transitions, and context/culture serve to focus critical reflections in this course. In recognizing multiple ways of developing knowledge, participants have the opportunity to explore how practice may differ within varying perspectives. A USM online course fee of $25.00 per credit hour will be charged for this course. Prerequisite: RN licensure or permission of instructor Cr 3.

NUR 386 Geary Clinical Cooperative
This course is a combination of a two-credit elective nursing course offered during the summer and a paid summer experience (10 weeks full time with a Registered Nurse preceptor at Maine Medical Center-MMC). Students are socialized into the professional role of the nurse through hands-on experience, mentoring, observational experiences, and seminar discussions focused on evidence-based nursing practice. There are seminar meetings with instructor and assignments to complete throughout the summer. Prerequisite: NUR 323/325, GPA 3.0, and an accepted application for employment at MMC. Cr 2.

NUR 413/513 Advanced Nursing Skills Lab
This course builds on the theory, scientific principles, and psychomotor skills introduced in NUR 212/213 to promote role development in the core competencies of nursing practice. NUR 513 is offered in the spring semester and is open only to option students. Prerequisites: NUR 212/213/214/514; concurrent with NUR 423/523, and 425/526. Cr 2.

NUR 419 Community Nursing Partnerships for RNs
This course incorporates the concepts of partnership building, risk identification, risk reduction, and health promotion within a community-based context. Students work with selected communities that are developing long-term solutions to previously identified health problems. Open to RN students only. Prerequisites: NUR 309/310, NUR 308, CON 356, CON 472, RN licensure, SON health requirements and CPR certification. Cr 2.

NUR 421/543 Reproductive and Sexual Health Nursing
This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. NUR 543 is offered in the spring semester and is open only to option students. Prerequisite: NUR 323/325/523/542. Cr 3.

NUR 422/544 Reproductive and Sexual Health Nursing Lab
This course offers students experience in providing holistic nursing care to individuals and families engaged in childbirth experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. NUR 544 is offered in the spring semester and is open only to option students Concurrent with NUR 421/543. Cr 2.

NUR 423/523 Management of the Critically Ill Adult/Older Adult
During the course, students will examine evidence-based therapeutic nursing interventions which support adult and older adult clients experiencing complex health problems. This course will encourage students to practice critical thinking skills necessary for delivery of ethical care to individuals and families experiencing high acuity illnesses. The roles of leader, collaborator, and coordinator are discussed as the nurse interacts with clients who are viewed as holistic beings. Prerequisites: NUR 323/325. NUR 523 is offered in the spring semester and is open only to option students. Cr 3.

NUR 425 Management of the Critically Ill Adult/Older Adult Lab
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 423. Cr 2.

NUR 427/545 Child Health Nursing
In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. NUR 545 is offered in the spring semester and is open only to option students. Prerequisites: NUR 323/325/523/542. Cr 3.

NUR 428/516 Child Health Nursing Lab
Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing
alterations in health. NUR 516 is offered in the spring semester and is open only to option students. Concurrent with NUR 427/545. Cr 2.

NUR 436 Community Nursing Partnerships for Accelerated B.S. Students

In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles including ongoing community partnership development will be emphasized. Prerequisite or concurrent: CON 356 and NUR 323/325. Cr 2.

NUR 437 Community Nursing Partnerships for Accelerated B.S. Students

Building on NUR 436, this course continues to focus on the experiences of partnership building with a diverse population in a community setting. The concepts of risk reduction and health promotion are applied to the development of an intervention with a segment of the community. Evaluation of the intervention is considered part of continuous community assessment as well as partnership development. Prerequisite: NUR 436. Cr 2.

NUR 439 Community Nursing Partnerships III

This is an elective course. See NUR 339 for course description. Prerequisite: NUR 339, 341. Cr 2.

NUR 470 Leadership, Management, and Ethics

Students explore professional and ethical issues that affect delivery of health care as well as the complexity of the nurse case management role using theories related to complex systems, leadership, and change. This course also provides an overview of the management and leadership roles in nursing practice with a major focus on organizational analysis, leadership and change theories, and quality improvement. This course must be taken the last semester in the curriculum unless permission is granted by the Director of the School of Nursing. Cr 3.

NUR 474 Professional Issues: Leadership, Management, and Organizations for RNs

This course provides the RN student with an overview of the theoretical frameworks of management and leadership roles in nursing practice with a major focus on organizational analysis. Focus is on leadership and change theories, conflict management, and quality improvement for the delivery of health care services. Prerequisite: NUR 308, NUR 309/310. Cr 3.

NUR 476 Theory Related to Clinical Specialty for RNs

This course allows the RN student to develop and enhance clinical theory, knowledge, and practice using self-designed study with a focus on a self-selected clinical specialty. An overview of current theoretical models of care, nursing therapeutics, and evidence-based practice is provided and then used to develop a broader understanding of practice and care issues unique to the clinical specialty. Prerequisites: NUR 308, NUR 309/310. Cr 3.

NUR 480 Practicum/Care Management

This practicum provides a culminating intensive clinical experience that provides students with an opportunity to refine their clinical practice. The course emphasizes the integration of the multiple roles of nursing and serves as a vehicle for enhancing critical thinking and communication. The primary purpose of the course is to develop competency in nursing care, including organizational, prioritization, and decision-making skills. End of life issues and professional ethics as applicable to a wide range of settings will be explored. To the degree possible, students select a practicum site consistent with their area of special interest with seminar sharing of the issues of diverse roles, clients, settings, and philosophies of practice. All students will present orally and demonstrate competency utilizing technical presentation applications. Prerequisite: All theory-linked clinical courses must be taken prior to or concurrent with NUR 480. Concurrent clinical courses cannot be in clinical area of practicum placement. This is the final clinical course. Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Lab

Option students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 523 (for option students only). Cr 4.

NUR 538 Community Nursing Partnership for Option Students

In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles including ongoing community partnership development will be emphasized. Prerequisite: CON 356. Cr 2.

Nursing and Health Professions Interdisciplinary CON Courses

CON 216 Emergency Response

This course will cover the topics prescribed by the American Red Cross in their emergency response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and other topics. Successful completion of the course requirements will lead to Emergency Response certification, including adult, child, and infant CPR, from the American Red Cross. Cr 3.

CON 219 Lifetime Physical Fitness and Wellness

The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/endurance, stress management, and other wellness-related topics. Class content will include readings, discussions, self-assessment activities, and development of personalized nutrition and physical activity plans. Cr 3.
CON 252 Human Nutrition
This course examines the basic concepts of human nutrition and their application to the needs of human beings throughout the life cycle. Discussion of factors affecting food practices and attitudes is included. Prerequisites: BIO 211 or SCI 172. Cr 3.

CON 270 Holistic Approaches to Reproductive Health
This course will enable the student to look critically at reproductive health options through the lifespan. Through readings, podcasts, PowerPoint presentations, and online discussions, we will weigh evidence related to alternative, complementary, and natural approaches to managing reproductive health issues. The course will follow a life span, growth and development approach. Course topics will include natural family planning methods, holistic contraception, infertility and pregnancy issues, holistic birth support skills, and holistic care of the newborn after birth. In addition, adult reproductive issues will be covered including menopause, erectile dysfunction, and sexuality in aging. The student will participate online via the discussion board, online quizzes, short essays, and complete an assignment to create a holistic teaching page related to a reproductive health topic. Offered during Summer Session as an online course. Cr 3.

CON 280 Holistic Health I
This course explores the many facets of holistic health. Emphasizing the integration of body, mind, and spirit, specific techniques and therapies will be introduced including, but not limited to, nutrition, stress management, meditation, therapeutic movement and massage, music, and others. The primary goal is to bring greater self-confidence, increased knowledge, and self-responsibility about health into each student’s life. Cr 3.

CON 281 Holistic Health II
This course explores the realm of holistic health in greater depth. A strong component will focus on approaches to healing, including such topics as nutrition, meditation, creative imagery, crystals, and herbal remedies. Spiritual and metaphysical dimensions will be integrated as they relate to the total well-being of the individual. The primary goal is to become conversant with holistic approaches that are widely used in promoting and supporting self-healing in both self and others. Prerequisite: CON 280 or permission of instructor. Cr 3.

CON 283 Healing and Spirituality
This course will explore the links between spiritual understandings and physical and mental health. Focusing on global spiritual and religious traditions, the course will examine the determinants of health and the healing techniques utilized in each faith. We will also examine the ways in which religious values and expectations become internalized and affect the ways in which we interpret our wellness and our discomforts. This course is designed to offer an opportunity to become familiar with the world’s faith traditions, and to explore spirituality as it relates to healing, both personally and institutionally. Cr 3.

CON 284 Botanical Therapies
The use of medicinal plant remedies can offer a rich, effective, and safe addition to health care for a variety of common illnesses and conditions. With dramatic increase in use of herbal preparations, however, questions of effectiveness and safety arise for both health care consumers and their providers. This course will give the historical background on the use of medicinal plants in the U.S. and Europe, examine the current legal status of plant remedies and herbal practitioners, review the most commonly used botanical remedies available, and discuss the benefits and risks that attend the use of these and other medicinal plant preparations. Cr 3.

CON 285 Perspectives on Animal-Assisted Therapy
This course explores the role of pets and other animals in contemporary society with a special emphasis on understanding the role animals may play in the treatment/rehabilitation of persons with a variety of physical and psychological disabilities. Lectures, discussions, guest speakers, and a variety of AV materials will be utilized to meet course objectives. Cr 3.

CON 288 Reiki: Energy Medicine
This class will provide the student with Reiki Level I and II certification. Reiki is an ancient form of healing from Tibet. Rei means universal life, Ki means energy. Reiki means life for energy and is based on the idea that we are energy. Reiki is a hands-on, light touch, healing energy. Many healthcare organizations are interested in alternative or complementary approaches to care and are offering services such as Reiki to help decrease pain, anxiety, depression, and aid in the comfort and well-being of their clients. To provide these services there are additional training and certifications required. The class will combine both lecture and hands-on experiences. In addition, the class will engage in service learning by providing Reiki treatments to the community. Cr 3.

CON 302 Pharmacology
This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the health professional for safe, therapeutic pharmacologic interventions. There is no clinical component to CON 302. For nursing majors, must precede NUR 323/325, but must be taken within one year. Prerequisites: BIO 211 or SCI 172 and sophomore standing. Cr 3.

CON 311 Psychosocial Interventions for Older Adults
This course will explore the normal aging process in addition to a variety of chronic conditions experienced by older adults. The focus of the course will be on non-pharmacological intervention strategies for older adults residing in community and clinical agencies. Intervention examples include stress management, animal-assisted therapy, storytelling, autobiographical writing, bibliotherapy, adventure-based activities, air mat therapy, and “simple pleasures” activities. Other topics of study will include attitudes, stereotypes, and social issues that affect older adults today. Off-campus service learning experiences will be expected along with in-class discussions. Cr 3.
CON 314 Wellness Education and Counseling
This course is designed to facilitate an understanding of how to plan, implement, and evaluate wellness education programs. Teaching and learning styles will be addressed. Counseling skills will be practiced. Teaching techniques and tips will be highlighted. The course follows a learning-by-doing and reflection-in-action approach to education. Students will participate in experiential group and individual processes and be expected to apply personal insight when working with others.

CON 321/322W Health-Related Research
Introduction to health-related research with an emphasis on understanding the research process and becoming a consumer of research. Critique of health-related research findings to health professions and their application to professional practice is a major component of this course. CON 322 is a Writing Intensive course. For nursing majors, must be completed before taking any 400-level nursing course. Prerequisite: PSY 105D, LCC 150D, or MAT 120D. Cr 3.

CON 352 Nutrition for Physical Performance
The in-depth study of general nutritional practices applied to athletes and other individuals who are physically active. The course will emphasize basic cellular metabolism as it relates to energy production and expenditure during the course of preparation and training for athletics and physical activity. Weight control, use of ergogenic aids and nutritional supplements will also be discussed. Prerequisites: ALT, ÉXS, HEF major; CON 252; SPM 330 or concurrent. Cr 3.

CON 356 Concepts in Community Health
This course introduces the concepts and principles basic to the development and maintenance of the community’s health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in the community at local, state, national, and global levels. Cr 3.

CON 435 Death and Dying: Contemporary Issues
This course focuses on dying, death, and bereavement in contemporary Western society within the context of theory, research, and practice. Issues around sudden death and dying from a chronic and/or terminal illness will be explored. Selected topics include cardiopulmonary resuscitation, palliative and hospice care, pain and symptom management, physician assisted suicide, family caregiving at the end of life, advance care planning, pregnancy loss, and the death of a child. Normal grief will be differentiated from pathological or traumatic grief. Finally, the continuum of services (e.g., support groups, psycho-educational groups, Internet chat groups) that are available for bereaved persons will be explored. Cr 3.

CON 440 International Health
This course is a multi-disciplinary elective course which presents multiple perspectives on improving the health of populations in the interconnected global environment. Cr 3.

CON 490 Therapeutic Touch
This course will introduce the theory and practice of the Krieger-Kunz method of Therapeutic Touch. Concentration will be on the practice of Therapeutic Touch as an intentionally directed process of energy exchange, using the hands to facilitate the movement of energy, and restoring balance to the energy system of the human body. The course will focus on the understanding of the basic principles of the human energy field: intuition; intentionality; benefits; theory; principles; process; and experiential learning of the Therapeutic Touch technique. Through readings, lecture, demonstrations, and practice, students will integrate the TT process with considerations of creating a healing environment, the ethics of practice, and integrating holistic health and self-care. Cr 3.

CON 497 Substance Use and Abuse: Issues and Policies
This course is an interdisciplinary examination and study of issues and policies surrounding alcohol and other drugs. Emphasis is placed on epidemiology; pharmacology; theoretical models; strategies for prevention, treatment, and relapse prevention; needs of special populations; and ethical, legal, and socio-political aspects surrounding addiction. Cr 3.